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ABSTRACT

Designed to inform and guide the work of the Professional Support Committee at Reading Area Community College (RACC) in Pennsylvania as it attempts to refine current instructional support procedures and create new growth initiatives, this evaluative report focuses on the activities and accomplishments of RACC during the third year of its Curriculum Enrichment Activity Project. Section A discusses the process of educational evaluation and different paradigms for evaluation; and presents the sources of data for evaluation of the instructional support program, i.e. a review of program documents and reports; interviews with program staff and participants; anecdotal evaluations from Professional Support Committee members; observations of professional development activities; and faculty surveys. Section B provides qualitative assessments of program accomplishments which include evaluations of the program's activities, achievements, and personnel noting strengths and weaknesses, ways to improve, and impact on the college community. Section C provides quantitative assessments of program facilities and services in the areas of the instructional media production laboratory; the instructional technology laboratory; the professional support center; and the coordinator of curriculum development. Section D provides a summary assessment of the instructional support program. Appendices include user evaluation surveys for the laboratories and professional support center, assessment forms, and book purchases. (HB)

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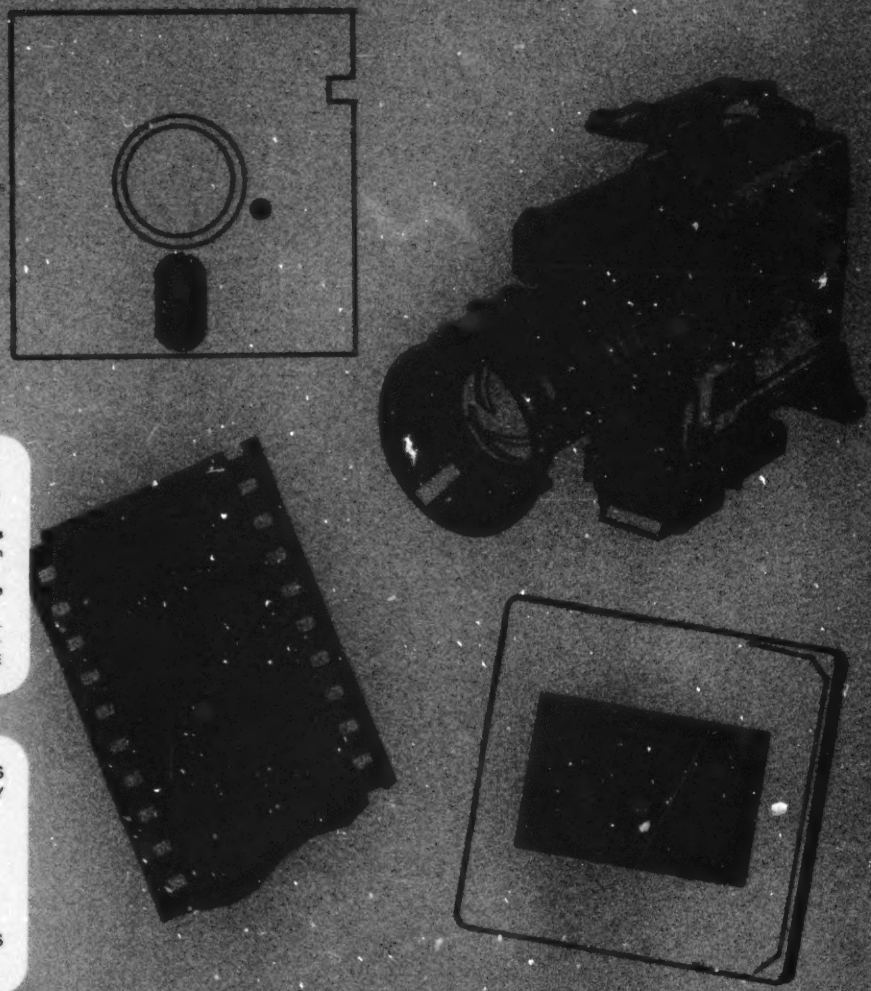
CURRICULUM ENRICHMENT ACTIVITY

INSTRUCTIONAL SUPPORT PROGRAM EVALUATION REPORT FOR 1984 - 1985



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PROFESSIONAL SUPPORT PROGRAM

READING AREA COMMUNITY COLLEGE

June, 1985

TITLE III CURRICULUM ENRICHMENT ACTIVITY
INSTRUCTIONAL SUPPORT PROGRAM EVALUATION REPORT
FOR 1984-1985

Composed

by

Dr. Neal A. Norris

Coordinator of Curriculum Development

June, 1985

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Staff assistance and financial support for this project
was provided through a Strengthening Program Grant
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Section A: Introduction

> The proper mission of evaluation is not to eliminate the fallibility of authority or to bolster its credibility. Rather, its mission is to facilitate a democratic, pluralistic process by enlightening all the participants. ...Enamored of a vision that "right" decisions can replace political agreements, some who commission evaluations set the evaluators on unrealistic quests. Others among them see evaluation chiefly as a means to strengthen the hand of the commissioning authority. Evaluators, eager to serve and even to manipulate those in power, lose sight of what they should be doing. Moreover, evaluators become enthralled by technique. Much that purports to be theory of evaluation is scholastic; evaluations are endlessly categorized, and chapels are dedicated to the glorification of particular styles. Latter-day theologians discuss how best to reify such chimeras as "goals" and "benefits." The technicians debate over numerological derivations from artificial models. "How many angels....?" all over again. All too rarely does discussion descend to earthly questions such as, "Is worthwhile information being collected?"
>
> Lee Cronbach, 1981[1]

The central importance of educational evaluation is often eclipsed by its inadequacy or misapplication, as Lee Cronbach notes. We live in a time which excludes many important ways of making meaning in the rush to measure programs and people using statistically acceptable procedures. This Evaluation Report does not resolve that dilemma, but it has been organized to provide qualitative as well as quantitive dimensions to our evaluative efforts.

The information contained in, and the issues raised by, this report will inform the thinking and guide the continuing work of the Professional Support Committee (PSC) as it attempts to refine current instructional support procedures and create new growth initiatives during the fourth and final Curriculum Enrichment Activity year.

This report is the second in a series of three such reports planned as part of the evaluative component of the four-year Curriculum Enrich-

ment Activity funding cycle. The first report, issued in September, 1984, focused on the staff development portion of the Professional Support Program (PSP). This program was created to provide the comprehensive instructional support required to achieve the four guiding Curriculum Enrichment Activity objectives and their respective milestones. That report provided critical baseline evaluative data upon which to construct a three-year longitudinal portrait of the significance and institutional impact of the Professional Support Program as an integral means of expanding instructional horizons throughout the College curriculum. Descriptive information concerning the overall scope and organization of the Professional Support Program (See Figure 1.), including primary support facilities and basic support services (See Figure 2.), the pivotal "Personalized Professional Development Plan," and financial resource support is presented in The Professional Support Program Guidebook published in March, 1985.[2] Reading this report in conjunction with the Guidebook will provide a more meaningful framework for judging the intent and merit of the evaluative commentary.

The overall evaluative paradigm adopted in this study is that proposed by Guba (1981) as naturalistic. Guba explained the essential paradigmatic features of naturalistic inquiry in these words:

> (Naturalistic Inquiry) focuses upon the multiple realities that, like layers of an onion, nest within or complement one another. Each layer provides a different perspective of reality, and none can be considered more "true" than any other. Phenomena do not converge into a single form, a single "truth," but diverge into many forms, multiple "truths". Moreover, the layers cannot be described or understood in terms of separate independent and dependent variables; rather, they are intricately interrelated to form a pattern of "truth". It is these patterns that must be searched out, less for the sake of prediction and control than for the sake of verstehen or understanding. The naturalistic inquirer tends to view the phenomena with which he deals as more likely to diverge than to converge as they are more fully explored.[3]

ORGANIZATIONAL CHART OF THE RACC PROFESSIONAL SUPPORT PROGRAM

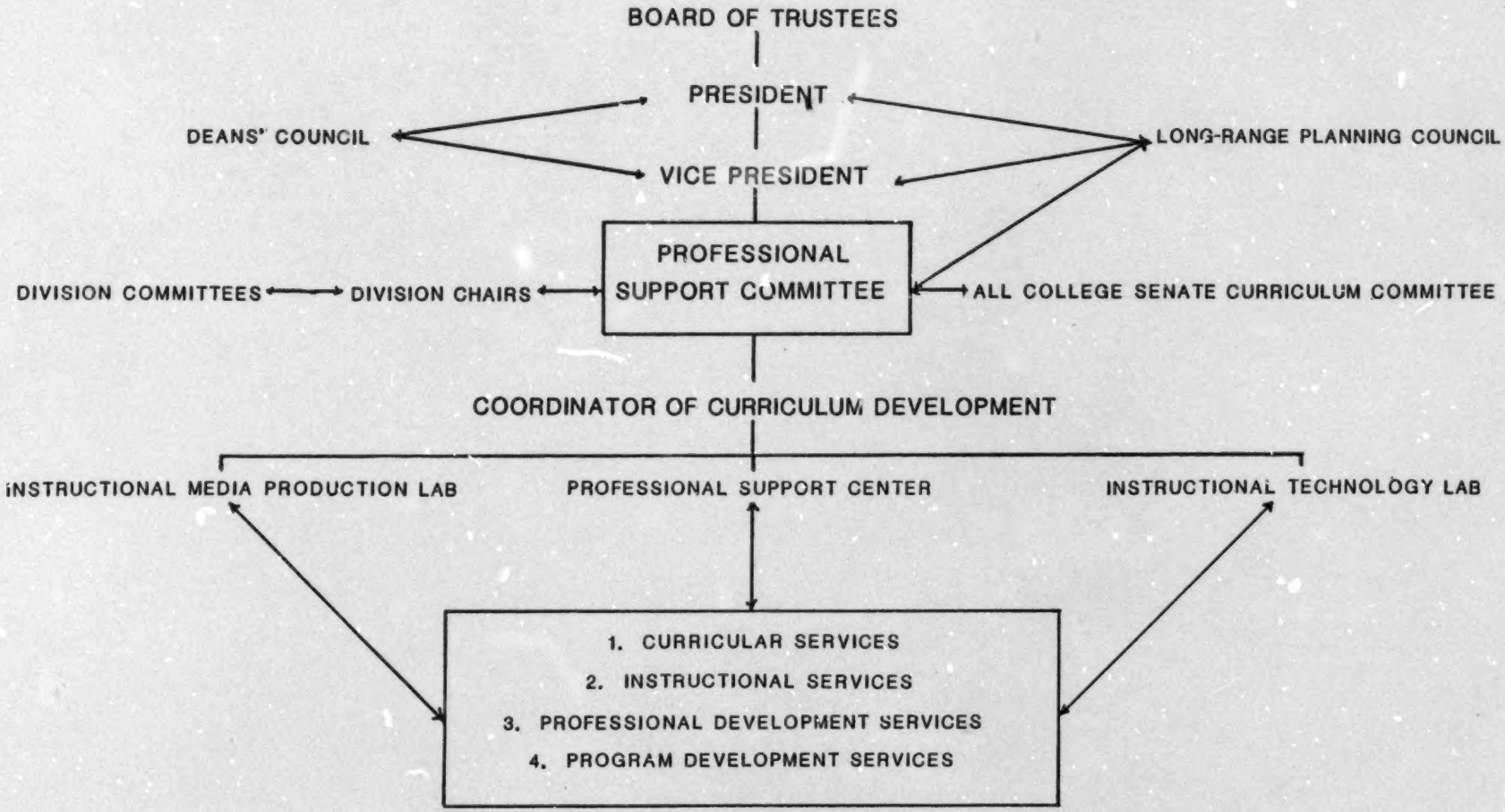

Figure 1

READING AREA COMMUNITY COLLEGE PROFESSIONAL SUPPORT PROGRAM

BASIC SUPPORT PROCESS AREAS

CHARACTERISTIC FEATURES	INSTRUCTIONAL SERVICES	CURRICULAR SERVICES	PROFESSIONAL DEVELOPMENT SERVICES	PROGRAM DEVELOPMENT SERVICES
Chief Support Facilities	Instructional Media Production Lab Instructional Technology Lab	Instructional Technology Lab Professional Support Center	Instructional Technology Lab Professional Support Center	Professional Support Center
Basic Service Delivery Options	Instructional Development - Audio Recording - CAI Assistance - Ditto Duplication - Dry Mounting - Photography - Charts - Graphs - Video Recording - Transparencies - Graphic Design Individual Faculty Consultation Faculty Development Projects	Curricular Development Individual Faculty Consultation Faculty Development Projects	Synergy (quarterly newsletter) Delaware Valley Faculty Exchange Fellowship Opportunities Graduate Educational Opportunities Career Opportunities External Conferences Internal Workshops - Faculty Training Seminars - Professional Development Institutes Personalized Professional Development Plan Greater Reading Area Faculty Forum (GRAFF)	Faculty Development Projects Divisional Program Review and Improvement Program Planning Five Year Program Study Group
	Instructional Planning Instructional Evaluation	Curricular Planning Curricular Evaluation		Program Evaluation

Figure 2

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READING AREA COMMUNITY COLLEGE PROFESSIONAL SUPPORT PROGRAM

(Continued)

BASIC SUPPORT PROCESS AREAS

CHARACTERISTIC FEATURES	INSTRUCTIONAL SERVICES	CURRICULAR SERVICES	PROFESSIONAL DEVELOPMENT SERVICES	PROGRAM DEVELOPMENT SERVICES
Basic Service Delivery Options			Professional Development Awards Audio-Tapes Handouts Readings Faculty Luncheon Film Series --- Colloquia Externships Internships Symposia Teleconferences Visiting Lectureships	
Anticipated Products	Handouts Quizzes Tests CAI Software Audio-Cassettes Video-Cassettes Wall Charts Transparencies Photographs Dry-Mounted Materials	Curricular Guides Instructor's Guidebooks Syllabi Programs of Study Planning Guides Position Papers Evaluation Reports Technical Reports Planning Reports Basic Skills Program Review Basic Skills Integration Plans	Directory of Professional Resources Conference Materials Packets	Faculty Development Project Reports Program Planning Reports Program Evaluation Reports

Figure 2 (continued)

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Our search for this "pattern of truth" led to the use of certain methodological strategies developed by Parlett and Hamilton (1976) in their formulation of illuminative evaluation techniques.[4] These strategies include observation, personal interviews, anectdotal commentary, and analysis of program documents and other background information. The collected information is then analyzed and interpreted to determine the relative value of characteristic program attributes. The purpose of illuminative evaluation (within the framework of naturalistic inquiry) as applied here is to assess what impact program efforts have had on participants and the institution. Rather than seeking a statistically demonstrable causal relation, as would be the case when using more conventional scientific evaluation models, illuminative evaluation strategies provide a more general, yet holistic, view of program impact on prevailing attitudes, perceptions, procedures, and motivations.

In summarizing his application of illuminative evaluation methods to the Program for Faculty Renewal at Stanford University, Mathis (1984) concluded that:

> . . .evaluation strategies vary, depending upon the purpose to be served. The validity of evaluation is not the result of scientific control and quantitative rigor; rather, validity results from the breadth of information which can be obtained about programs and the relevance this information has to the multiple perspectives presented by any program based on people who are players in differing roles. Validity is not cast in the design of an evaluation; it emerges from what the design accomplishes. The evaluation of faculty development programs will continue to involve gazing through a glass darkly. If we look long enough from different perspectives, however, the essential outline of the program can be illuminated and the many dimensions of the program's impact discovered.[5]

We have attempted such an illuminative approach, based on naturalistic inquiry, and have relied primarily on the following sources of evaluative data:

1. A review of Title III, Curriculum Enrichment Activity, and Professional Support Program documents and reports.

2. Interviews with selected program staff members and participants.

3. Anectdotal evaluative commentary from Professional Support Committee members.

4. Observations of Faculty Training Seminar and Professional Development Institute activities.

5. Administration of three facility user evaluation surveys and one personnel assessment form to full-time College faculty members on June 12, 1985. (Copies of all survey instruments are located in the appendices for your reference.)

NOTES

1. Cronbach, L., and Associates, Toward Reform of Program Evaluation, San Francisco, Jossey-Bass, 1981.

2. Professional Support Committee, The Reading Area Community College Professional Support Program Guidebook, n. p., 1985.

3. Guba, E., and Lincoln, Y., Effective Evaluation, San Francisco, Jossey-Bass, 1981.

4. Parlett, M., and Hamilton, D., "Evaluation as Illumination: A New Approach to The Study of Innovative Programs," in Glass, G., (Ed.), Evaluation Studies Review Annual, Vol. 1, Beverly Hills, California, Sage Publications, 1976, 140-157.

5. Mathis, C., "Evaluating Faculty Development Programs: Through A Glass Darkly," unpublished paper, 1985, 9. See also Fisher, M., "Extending the Impact: Planning for Follow-up in Faculty Development Programs, unpublished paper, 1985; and Menges, R., "The Stanford Program for Faculty Renewal: Evaluation of Workshops and Reunions," paper prepared for The American Educational Research Association Meeting, Chicago, April, 1985. I have relied heavily on Mathis' article in summarizing the evaluative approaches adopted in this report.

Section B: Qualitative Assessment of Program Accomplishments

Following the evaluative approaches of Guba, Parlett, and Hamilton, this section has been constructed from several data sources, primarily

sources one through three described at the end of Section A. Since faculty members of the Professional Support Committee participate actively in the collaborative planning and decision-making process and broadly represent faculty needs and concerns, the qualitative assessment of program accomplishments provided by committee members contains several important insights into the "felt presence" and positive impact the Professional Support Program has had on Reading Area Community College. On May 7, 1985, each Professional Support Committee member was asked to provide a brief written evaluative commentary concerning this year's Professional Support Program activities, accomplishments, and personnel, noting program strengths, weaknesses, ways to improve, and program impact on the College community. The candid personal evaluations of those committee members who were able to respond within the appropriate time-frame are quoted below.

Committee Member A

"The Professional Support Program (PSP) has expanded its multi-faceted support of the RACC staff during the 1984-1985 school year. The services, projects, and activities of the program have continued to stimulate personal and professional growth in ways that far exceed the dollar amounts spent in providing this support. Through the Professional Support Program, staff members have been given the opportunity to research professional concerns, investigate teaching methods, and explore new course offerings.

"The services of the Instructional Media Production Laboratory (IMPL) are a definite benefit of the Professional Support Program. The quality of transparencies and duplicated papers has improved tremen-

dously this academic year. (No longer must instructors worry about whether their students will be able to read duplicated class materials or whether there will be sufficient copies of a handout for the class.) In addition, because of the helpful attitude of the Instructional Media Specialist, ideas for classroom resources are no longer limited by the instructors' abilities (or inabilities) to provide certain learning vehicles. Never too busy to collaborate with a faculty member about data base management or simple software capabilities and ever-responsive to specific requests by the staff to enhance classroom presentations with visual aids or computer-assisted instructional modules, the Instructional Media Specialist has provided quality materials and guidance for the instructors and alternative learning opportunities for the students.

"An important facility of the Professional Support Program, the Instructional Technology Lab (ITL) has provided one of the most stimulating learning environments that the college has to offer. Within the ITL a visitor can find all levels of teaching and learning taking place. At one microcomputer, for instance, a student may be explaining the intricacies of a troublesome readability program to an English instructor while at another, a member of the library staff may be discussing the advantages of a word processing package with a counselor. The natural exchange of teaching-learning roles cuts across educational strata, and the result is an enthusiastic sharing of information and subsequent stretching of computer abilities by those who frequent the ITL.

"The Professional Support Center (PSC) has been an underrated facility of the Professional Support Program. Slowly outgrowing its

initial "meeting room" status, the Professional Support Center has evolved into the staff center it was meant to be. While the resources of the Professional Support Center range from professional publications to notice of fellowship opportunities, a greater value of the Professional Support Center is the quiet, staff-only area (the only such place for many faculty who share offices) in which full-time and adjunct faculty members can plan classes, evaluate papers, complete personal research, or read.

"The educational thrust of the Professional Support Program has two strands: Professional Development Institutes and Faculty Training Seminars. Both of these staff learning opportunities have remained sensitive to the perceived needs and varied interests of the individuals and divisions within the college. An important feature of the workshops is the immediacy of response to an idea by the Coordinator of Curriculum Development. As soon as a workshop idea is shared with the Coordinator, contacts are made, processes are implemented, and arrangements confirmed. As a result of this quick follow through, staff members have been able to make adjustments in classroom practices and projects during a term. (Before the Professional Support Program, educational concerns, innovations, and/or ideas all too frequently fell into the "We don't have time now, but we'll consider that next year" category.) In addition to addressing issues in a timely way, the in-house workshops have also provided numerous staff development opportunities each term. Able to pursue advanced computer projects, to investigate classroom implications of 1985 legislation for learning-disabled students, and to become familiar with learning styles of adult women (all without leaving

the building), even staff members with full teaching schedules and little money to attend conferences or graduate school can explore specialized interests or current educational trends.

"The Professional Support Committee (PSC) is also involved with the professional development of the staff. While membership on the committee demands a significant time investment, the rewards for that commitment are worthwhile. As meeting facilitator, Dr. Norris, even with a change in committee membership, has maintained a non-threatening environment in which individuals feel free to make decisions about, establish criteria for, and implement policies concerning PSC activities. Within the well-planned meeting format, committee members address agenda items, while remaining responsive to suggestions from one another and mindful of the goals of the Professional Support Committee. College politics, often a part of educational committees, finds no room here. As a result, reviews of Professional Development Award Requests and assessments of Faculty Development Projects have again been completed without concern for egos and divisional territories by this cross-section of the professional college staff.

"The financial support awarded by the Professional Support Committee is still one of the highlights of the Professional Support Program. Through the monies provided as Professional Development Awards, staff members have again had the opportunity to attend quality presentations in their fields. The new ideas and increased enthusiasm generated by this financial support are psychologically immeasurable. The benefits of the Faculty Development Projects are similarly significant. Knowing that a research idea is supported both theoretically and financially by a committee of one's peers provides a

personal and professional "boost." In addition, the academic benefits of this funded research are far-reaching as projects investigate implications of current practices or explore new curriculum options. Without the financial incentive, overburdened staff members would frequently opt to teach another course rather than to tackle a rigorous project. With the Development Project "award," however, the excitement of earning the grant, the pressure of meeting the deadlines and expectations of the committee, and the renewed enthusiasm for investigating and documenting one's research combine for an adrenaline-producing, quality project.

"The greatest asset of the Professional Support Program is the Coordinator of Curriculum Development. Without Dr. Norris' creative energy and organizational skills, the multiple staff-development pathways would not work so successfully. As an organizer, Dr. Norris is able to coordinate and implement projects with a minimum of fanfare. Moreover, he doesn't seem to know the meaning of the word "impossible." As a result of this positive attitude, Dr. Norris creates an atmosphere in which individuals can explore personal and professional possibilities. Once those possibilities are examined, Dr. Norris has the additional ability of turning these ideas into meaningful activities.

"As important as his organizational skills are Dr. Norris' interpersonal abilities. Whether he is recommending books, exploring course options, or helping an individual to establish professional priorities, Dr. Norris listens without judging. He knows when to turn subtle suggestions into stronger recommendations. A note to brighten the day, a visit to a staff member's office, or an appropriate newspaper article in

a mailbox are all part of Dr. Norris' style. Also part of his style is the firm encouragement which he offers to all those who work with him in Professional Support Program activities."

Committee Member B

"The Professional Support Committee has again been successful in meeting its stated goals. One of the positive aspects of the Committee is its ability to work productively together.

"The Professional Support Committee has revised its forms for faculty and staff for Professional Development Award Requests. The form is now in a very concise and clear format. The Committee has been fair and conscientious in determining allocations of monies for Professional Development Award Requests and Faculty Development Proposals.

"The Program Director, Neal Norris, is to be commended for his excellent work with the Committee. He has been very dedicated to the needs of the faculty of the College.

"One recommendation for the Committee would be to have the College Administration send a substitute member if they are unable to attend meetings. The Committee needs the input of Academic Administration."

Section C: Quantitative Assessment of Program Facilities and Services

Formal quantitative assessment of Curriculum Enrichment Activity projects and events is on-going. Formative assessment occurs at the end of each internal or external conference, seminar, site visit, training session, or workshop. These Title III Evaluation Forms and their tabulated results are contained in a separate documentation packet.

Summative quantitative assessment data regarding the relative effectiveness of the Professional Support Program has been compiled through the administration of four evaluation instruments (See Appendices A through D.) to the thirty-one full-time faculty of the College. Eleven full-time faculty representing all five academic divisions completed and returned these evaluations, which is slightly more than double last year's five responding faculty. At 35 percent, this year's response rate is useful and meaningful but little statistical validity or generalizability can be attached to the resulting numbers, since the response rate remains too low to attach significant statistical meaning. Given the prevailing institutional climate the response rate may perhaps be read as a tribute to the relative importance faculty and professional staff assign to Professional Support Program efforts.

1. The Instructional Media Production Laboratory

In contrast to the problematic value assigned to the Instructional Media Production Laboratory by last year's responding faculty, all faculty indicated they were aware of the IMPL as a distinct instructional support facility, and 9 of 11 (82%) responding faculty knew its precise location on campus. Eighty-two percent (82%) indicated they used the lab at least occasionally, which shows significant increase in use from last year's forty percent (40%). Less value (60%) was given to the use of dittos in current teaching efforts than previously (100%).

Responding faculty (at least 50%) assigned greater importance to transparencies, diagrams, charts, and color slides this year, while dry mounting, color prints, black-and-white prints, and audio-taping were

noted as instructional materials of lesser value (less than 50%). Significant growth of faculty interest in two important areas has occurred this year: fifty percent (50%) of responding faculty felt video-taping was of great or considerable value, while sixty percent (60%) stressed the importance of computer enhanced instruction in their current teaching efforts. Generally, faculty indicated that transparencies, diagrams, dittos, books, and handout materials were the most important categories of instructional materials, while dry-mounted visual aids, photographs, audio-taped materials, sound recordings, simulations, games, and role plays were least important. A dramatic change in faculty perception of the Instructional Media Production Laboratory appears to have occurred, however, as seventy-three percent (73%) of the responding faculty stated that the Lab has been a valuable facility of the Professional Support Program. A resounding note of appreciation was sounded when a full ninety-one (91%) of responding faculty rated the quality of instructional support services provided by the current Instructional Media Production Specialist, Randy Bjorken, as very good to excellent.

Many faculty noted on the surveys that they would like to take better advantage of Lab services and resources but found themselves constrained by daily time and energy demands. Several instructors indicated they would like to learn more about computers, video-taped instructional strategies, simulations, and photographs. One instructor captured the challenge and potential of the Lab when he suggested that "The Instructional Media Production Laboratory must continue its outreach, to inform us of what it can do (especially what it can do best), and with patience to re-inform us, term by term. We'll come around eventually and use the IMPL as it was implemented to be used."

Figure 3

INSTRUCTIONAL MEDIA PRODUCTION LABORATORY
SUPPORT SERVICES DATA, AUGUST 1984 TO MAY 1985

SERVICE USAGE BY MAJOR PRODUCTION AREA

MONTH	TV PRODUCTION	PHOTOGRAPHY	CAI	KROY/MECH	GRAPHICS
August	0	0	0	0	5
September	0	0	0	0	0
October	0	0	0	1	4
November	1	1	0	11	3
December	0	0	0	3	0
January	1	3	1	8	1
February	0	3	0	7	0
March	3	3	1	10	2
April	3	2	3	6	0
May	3	3	3	9	1
TOTALS	11	15	8	55	16

NOTES: TV PRODUCTION AND AUDIO PRODUCTION includes studio and remote videotaping, editing, narration or sound recording, and video workshops.

PHOTOGRAPHY includes production of color slides, color prints, black and white prints, and slide presentations.

CAI (Computer Assisted Instruction) includes evaluation of software, independent instructional workshops, projects using word processing or statistical packages, faculty aid, and trouble-shooting.

MECHANICAL AND KROY LETTERING includes the lettering of various projects to make a mechanical for flyers, posters, or transparencies.

GRAPHICS includes lamination of materials, graphs, charts, or original artwork.

Figure 3 continued

INSTRUCTIONAL MEDIA PRODUCTION LABORATORY
SUPPORT SERVICES DATA, AUGUST 1984 TO MAY 1985

TRANSPARENCY USAGE

MONTH	BUSINESS	HUMANITIES	DSP	BEHAVIORAL SCIENCE	SCIENCE/ MATHEMATICS	CONTINUING EDUCATION	ADMINISTRATION	TOTAL
August	0	0	0	0	0	0	12	12
Sept.	0	0	0	0	0	1	6	7
October	0	11	6	0	2	5	32	56
November	3	0	0	0	3	6	9	21
December	0	0	0	0	13	7	0	20
January	0	14	6	0	6	3	0	29
February	2	0	0	0	12	5	11	30
March	29	3	0	0	6	0	8	46
April	0	10	0	1	6	4	16	37
May	0	0	0	0	3	10	12	25
TOTALS	34	38	12	1	51	41	106	283

Figure 3 continued

INSTRUCTIONAL MEDIA PRODECTION LABORATORY
SUPPORT SERVICES DATA, AUGUST 1984 TO MAY 1985

DITTO PROJECTS

MONTH	BUSINESS	HUMANITIES	DSP	BEHAVIORAL SCIENCE	SCIENCE/ MATHEMATICS	CONTINUING EDUCATION	ADMINISTRATION	TOTAL
August	0	0	0	0	0	0	0	0
September	5	7	1	13	14	0	5	45
October	13	25	9	27	27	1	3	105
November	20	19	12	16	17	4	2	90
December	11	34	2	3	32	2	3	87
January	41	17	21	15	40	1	3	140
February	10	11	13	14	17	1	1	67
March	25	36	13	26	33	0	9	142
April	40	47	26	7	19	0	3	142
May	17	7	23	13	19	0	2	81
TOTALS	182	203	120	134	218	9	31	899

Figure 3 continued

INSTRUCTIONAL MEDIA PRODUCTION LABORATORY
SUPPORT SERVICES DATA, AUGUST 1984 TO MAY 1985

PAPER USAGE SUPPORTING DITTO PROJECTS

MONTH	BUSINESS	HUMANITIES	DSP	BEHAVIORAL SCIENCE	SCIENCE/ MATHEMATICS	CONTINUING EDUCATION	ADMINISTRATION	TOTAL
August	0	0	0	0	0	0	0	2614
September	0	0	0	0	0	0	0	12117
October	4407	3205	1224	1767	5724	80	450	16857
November	3430	1989	1125	3495	2431	0	0	12470
December	1255	5474	125	289	4880	270	125	12418
January	3614	2020	2280	3703	3181	100	225	15123
February	1952	3031	2075	4148	2740	30	25	14001
March	2641	4639	1175	4341	3860	0	150	16806
April	8684	6260	1930	1848	2061	0	280	21063
May	3960	800	3630	5100	2367	0	450	16307
TOTALS	29943	27418	13564	24691	27244	480	1705	139776

OTHER	August	0
	September	0
	October	105
	November	580
	December	0
	January	325
	February	895
	March	580
	April	380
	May	200
OTHER TOTAL		3065

TOTAL PAPER USAGE, 1984-1985	
TOTAL BY DIVISIONS	139776
TOTAL OF OTHER	3065
GRAND TOTAL PAPER USED	142841

On the basis of this survey data, informal faculty comment, and direct observation it is evident that the Instructional Media Production Specialist has established his professional credibility with the College faculty, has brought stability to this portion of the Professional Support Program, and has significantly enriched both the quality and scope of critical instructional support services offered through the IMPL. (See Appendix A for precise survey data. Also see the four-part Figure 3 below for a concise summary of production data.)

2. The Instructional Technology Laboratory

Faculty perceptions of the Instructional Technology Laboratory have also changed significantly. Last year a majority of responding faculty (60%) indicated no awareness of the Lab as a distinct facility or use of lab equipment. This year, however, one hundred percent (100%) of responding faculty noted their awareness of the ITL facility, and all but one person knew its precise location. Use of the Chatsworth Test Scoring Machine has grown by thirty percent (30%) and faculty use of the Apple IIe microcomputers and printers has risen to sixty-six percent (66%). Five of the twelve responding faculty indicated at least occasional use of both computer software and catalogues, and sixty-six percent (66%) noted they had previewed computer software occasionally. Almost thirty percent (i.e., 33% and 25% respectively) had incorporated instructional software into their course work as either a supplemental or integral learning resource. Faculty perception of the Instructional Technology Laboratory as a valuable facility of the Professional Support Program has risen from forty percent (40%) to seventy-five percent (75%).

Several respondents suggested ideas about making the Lab an even more valuable professional resource. These included the need for more personal free time and the need for greater accessibility, as ITL hours are the same as library hours which poses significant problems during the summer months.

3. The Professional Support Center

As was the case last year, the Professional Support Center (PSC) retains its role as a pivotal facility of the Professional Support Program. All responding faculty were aware of the existence and precise location of the Center. Use of the PSC has grown this year; sixty-six percent (66%) use it occasionally and thirty-three percent (33%) use it two or three times per month. Faculty noted three chief purposes for their greater use of the Professional Support Center: committee meetings (42%), professional reading (42%), and previewing instructional materials (25%). A majority of responding faculty reported that graduate educational opportunities, career opportunities, fellowship opportunities, the article files, the satellite television, and the film previewer were of lesser importance than the professional development opportunities, books, journals, magazines, newsletters, PSC handouts, curricular resources, The Chronicle of Higher Education, film catalogues, instructional materials, and publications catalogues.

Overall, eighty-three percent (83%) of responding faculty felt the Professional Support Center was a valuable facility of the Professional Support Program. Suggested improvements offered by instructors again indicated a need for greater accessibility, for as one faculty member explained, "The Center as it exists is quite nice. If you're granting

wishes, however, I'd like to see a Professional (Faculty?) Planning Center, which includes some typewriters, computers, a printer, a large table, etc. Get the picture? I'd also suggest that this area be outside the LRC -- (Maybe we could have a key if security is a problem)." (See Appendices C and E for specific survey data.)

4. Coordinator of Curriculum Development

Despite the fact that completion of this assessment form was strictly optional (and in addition to the previously discussed three user evaluation forms), nine (9) faculty chose to provide an assessment of the skills, major professional strengths, and major professional weaknesses of the Coordinator of Curriculum Development. These faculty indicated that little or no improvement was needed in the twenty-five stated skills and characteristics considered important to this position according to prevailing research.

The final three assessment questions and the written responses provide insight into the quality and scope of the professional efforts of the Coordinator of Curriculum Development during the past academic year. These questions and responses are presented below.

Questions for Coordinator of Curriculum Development Assessment Form:

26. What do you consider to be the major professional strengths of the Coordinator of Curriculum Development?

Replies:

1. High energy and enthusiasm for tasks he is charged with.
2. Availability; Organizational/Leadership Skills; Ability to turn basic, general ideas into workable plans (both personally and professionally).

3. You manage to function in an atmosphere that is not conductive to program development.

4. Interest and exploration of professional concerns; interpersonal communication skills (sincerity, helpfulness).

5. Always is interested in faculty needs/concerns.

6. He is intelligent, perceptive, and approachable; also he does not, unlike many administrators, regard the faculty as the enemy.

7. Well-informed and up-to-date.

27. What do you consider to be the major professional weaknesses of the Coordinator of Curriculum Development?

Replies:

1. Generates too much of a paperwork burden. 1984-85 was the worst year for this.

2. He often seems to overwhelm us with articles, off-prints, etc. He needs to bear in mind that development is his main activity but only an extremely minor one for the faculty, and he cannot really expect us to pour our time and attention into these auxiliary efforts.

3. None.

4. Coordinator's weaknesses are not his, but RACC's. His inability to have a real say in decision-making and planning within the college is a problem. He seems to be the only one interested in providing professional development opportunities. He also is the only one really aware of faculty/staff strengths, needs, and goals.

5. Sometimes communicates misleading and incorrect information.

6. You continue to stay here!

28. What activities do you believe the Coordinator of Curriculum Development could initiate to improve the overall effectiveness of the Professional Support Program?

Replies:

1. None - You've tried everything!

2. More involvement in curriculum development.

3. The activities all relate to workshops/training seminars--e.g , the job search, preparing for a new career, leadership styles, etc.

4. Identifying new curriculums that might be developed based on national trends and communicating this information to VP Academic Affairs, Division Chairpersons, Grants Coordinator and Vice President of Institutional Research and Student Affairs.

Section D: Summary Assessment

Our search for what Guba called "the pattern of truth" has led to several conclusive observations concerning the impact which the Professional Support Program of the Curriculum Enrichment Activity has had on participating faculty and professional staff throughout the institution.

This year, for instance, marked an important turning point in the life of the Professional Support Program. New curriculum enrichment activities organized through the program were initiated in a planned and systematic fashion while on-going program activities, such as Professional Development Awards, Faculty Development Projects, Synergy, and Instructional Media Production Services were streamlined and consolidated to improve their effectiveness. Despite several changes in the composition of the Professional Support Committee, new members quickly accepted the collaborative consensual approach to decision-making and provided additional incentive to expand services in new directions.

A number of important accomplishments were attained and new initiatives launched during this third year of Curriculum Enrichment Activity funding. Acting on its overall purpose of "enriching the capacities of the academic faculty and professional staff to create high quality, future-oriented educational programs that include significant learning opportunities for students," the Professional Support Committee has planned and developed new activities in each of the four support service areas corresponding to respective Curriculum Enrichment Activity milestones: curricular, instructional, professional, and program development. As part of the Professional Support Program's Curricular Support Services area, two new Faculty Development Projects have been

funded thus far (See Figure 4 below.). A major initiative in the vital area of basic skills articulation has also been launched. An intensive needs assessment effort and placement testing review and improvement thrust has stimulated renewed interest and intense discussion of articulation strategies as part of the implementation of the Basic Skills Integration Plan in writing. Data from structured interviews, a "Basic Skills Articulation Survey," third reader assessment of writing samples, and student Writing Lab questionnaires are providing a critically needed and solid foundation for the development of precise skill requirements for successful completion of coursework and credit degree programs in all areas of the areas of the College curriculum.

A substantial Title III commitment has also been made to create and equip an innovative Telecommunications Technology Program at the College. This new program serves as both a programmatic base for Telecommunications Technology majors and as technical support for the Homebound Handicapped Model being initiated as part of the Developmental Studies Revitalization Activity.

The Instructional Support Services component of the Professional Support Program has improved dramatically in quality, scope, and credibility this year, and appears, in large measure, to have resulted from the competence and dedicated efforts of the current Instructional Media Production Specialist. A new dark room facility was designed and created in a remodeled bathroom from pieces of discarded equipment gleaned from various College storage areas. Academic Affairs monies were committed to the remodeling effort and to the purchase of photographic chemicals. The IMPL now has the capability to process black-and-white photographs, an important new service added at little cost.

Figure 4

1984-1985 FACULTY DEVELOPMENT PROJECTS FUNDED

Project Author(s)	Project Titles
1. Annette Horner and Karen Jacobson	"An Action Research Proposal: Identifying and Addressing Problems Related to RACC's Writing Laboratory."
2. Judith Schum	"Writing Sample: Third Reader Assessment"

The Instructional Media Specialist has also designed an inventory and production services monitoring system using the Apple IIe microcomputer. The results of this system may be found in the baseline data presented in Figure 3 of this report. Other significant achievements include: (1) planning and development of three (3) computer-interactive video projects with interested faculty, (2) initiation of individualized faculty computer tutorials and instructional video assistance, (3) personalized assistance with faculty projects, and (4) developmental assistance in the design or purchase of computer-assisted instructional modules in Reading and Mathematics.

Professional Development Support Services continues as a focal point for individual, divisional, and faculty-wide professional growth. The "Personalized Professional Development Plan," created by the Professional Support Committee, was implemented on a voluntary basis as an option to the conventional self-evaluation instrument used by faculty. Six faculty members have chosen this exciting option and their evaluated sense of its worth, both professionally and personally, will be published in the Individualized Professional Development Program Model Evaluation Report, due to be completed in July, 1985. Requests for detailed information concerning the successful application of the "Personalized Professional Development Plan" have been received from fourteen universities, three colleges, and four community colleges throughout the United States, Canada, and West Germany. At least one large midwestern community college, Cuyahoga Community College in Cleveland, Ohio, has adopted a modified version of the "Plan" for its administrative personnel.

Another key program document, the Professional Support Program Guidebook, has also been created. The Guidebook explains the basic organizational structure, support service areas, activities, and financial resource support of the Professional Support Program. If used in conjunction with the "Personalized Professional Development Plan" a faculty or professional staff member can organize an individual, systematic, and comprehensive growth plan, accessing all available College resources. As such, it provides a potent means of marshalling the financial, human, and physical resources of the program in specific directions of mutual benefit to the faculty and the institution.

Fifteen Professional Development Awards were granted during this project year and six Faculty Training Seminars or seminar series were conducted as part of the Professional Development Services component of the Professional Support Program (See Figure 5 and 6 below.).

Two luncheon video series were also initiated this year as another means of providing professional development to College faculty and staff (See Figure 7 below.). Twenty-seven Professional Support Program handouts were distributed to faculty (See Figure 8 below.) Forty-three additional books and five professional journals were also purchased to augment the collection of materials housed in the Professional Support Center (See Appendix E.).

And while the excellent programming provided by the Delaware Valley Faculty Exchange came to an end this year, an exciting, new and informal five-college collaborative faculty development venture, the Greater Reading Area Faculty Forum (GRAFF), was initiated. The Faculty Forum represents a signal achievement--it holds great promise for bringing faculty members from the five colleges and universities in Berks County

Figure 5

1984-1985 PROFESSIONAL DEVELOPMENT AWARDS FUNDED

Person	Conference, Seminar, or Workshop	Place
Mary Lou Hartline	10/17/84. Trends in Critical Care	Philadelphia, PA
Judith Peterson	11/7-11/85. National Association for the Education of Young Children Conference	Los Angeles, CA
Christine Wadzinske	11/30/84. Legal Aspects of Clinical Instruction	Philadelphia, PA
Randall Bjorken	12/12-13/84. Developing Instructional Software	Wilkes Barre, PA
Annette Horner	1/25/85. How to Understand and Work with Adult Learners	Philadelphia, PA
Bonnie Price	12/7/84. Delaware Valley Faculty Exchange	Philadelphia, PA
Ivan Torres	2/8/85. Delaware Valley Faculty Exchange	Philadelphia, PA
Barbara Buckwalter	3/1/85. Delaware Valley Faculty Exchange	Philadelphia, PA
Beverly Kovacs	3/29/85 Delaware Valley Faculty Exchange	Philadelphia, PA
Ann Flamm	4/13-16/85. New York Learning Skills Association - Remedial/Development Education	Niagara Falls, NY
Neal Norris	5/17/85. Creativity/Team Building and Decision Making	Gwynedd Valley, PA
Julianne L. Strickler	6/5/85. Strengthening Bench Teaching	Reading, PA
Mary T. Baro	6/5/85. Strengthening Bench Teaching	Reading, PA
Alayne Fessler	6/5/85. Strengthening Bench Teaching	Reading, PA
David Lawrence	6/11-12/85. Travel Educator's Forum	Arlington, VA

Figure 6

INTERNAL FACULTY TRAINING SEMINARS
1984-1985

Date(s)	Time(s)	Topic
January 24, 1985	3:00 - 5:00 p.m.	Computer Aided Interactive Video Demonstration and Planning
February 13, 1985	3:00 - 5:00 p.m.	The Legal and Educational Rights of, and Responsibilities Toward the Community College Learning Disabled Student
April 9, 1985	3:30 - 5:00 p.m.	Instructional Applications of Video
April 16, 1985	2:00 - 3:30 p.m.	Female Learning: Addressing the Common Instructional Needs and Learning Styles of Women
April 17, 1985	3:30 - 5:00 p.m.	
April 22, 1985	3:30 - 5:00 p.m.	Introduction to Computers
April 29, 1985	3:30 - 5:00 p.m.	Introduction to Computers
April 25, 1985	3:30 - 5:00 p.m.	Advanced Computer Tutorial
May 2, 1985	3:30 - 5:00 p.m.	Advanced Computer Tutorial
May 9, 1985	3:30 - 5:00 p.m.	Advanced Computer Tutorial

Figure 7

1984-1985 LUNCHEON VIDEO SERIES

Human Development Series		Evolution of Ideas Series	
Date	Titles	Date	Titles
January 7, 1985	1. Man: The Incredible Machine 2. Language Development	April 12, 1985	1. Freud: The Hidden Nature of Man 2. Cognitive Development
January 14, 1985	1. Hidden Universe: The Brain Divided	April 19, 1985	1. Socialization - Moral Development 2. Morality - The Process of Moral Development
January 21, 1985	1. Brain and Consciousness 2. Development of the Adult		
January 28, 1985	1. Left Brain, Right Brain	April 26, 1985	1. Actualization Therapy 2. Grief Theory
February 6, 1985	1. I.Q. Myth	May 3, 1985	1. Anxiety: Concepts and Manifestations 2. Learning to Cope
February 15, 1985	1. Forever Young		
February 20, 1985	1. Aging 2. Legacy: Children of Holocaust Survivers	May 10, 1985	1. Anxiety: The Endless Crisis
February 27, 1985	1. Kitty: Return to Auschwitz	May 17, 1985	1. Aggression: The Explosive Emotion

Figure 8

PROFESSIONAL SUPPORT PROGRAM HANDOUTS
1984-1985

1. "Integrity in the College Curriculum," Text of the report of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees.

2. Text of "Involvement in Learning: Realizing the Potential of American Higher Education."

3. "New Age Education" by Ronald Barnes.

4. "A Handful of Two-Year Colleges Awarding 'Merit' Raises to Outstanding Teachers," by Liz McMillan.

5. "To Reclaim a Legacy," Text of the Report on Humanities in Education," by William J. Bennett.

6. "Teaching Basic Skills to College Students," by Nancy Rabianski-Carrinolo.

7. "Mindspring: Suggesting Answers to Why Productivity is Low," by George Prince.

8. "Creativity and Learning as Skills, not Talents," by George Prince.

9. "Putting the Other Half of the Brain to Work," by George Prince.

10. "Questions That Should be Considered in Designing a Comprehensive Evaluation of a College Course," by Richard R. Sudweeks and Robert M. Diamond.

11. "The Feedback Lecture," by Dean Osterman, Mark Christensen, and Betty Coffey.

12. "Teaching Decision-Making with Guided Design," by Charles Wales and Anne Nardl.

13. "Academic Alliances: School/College Faculty Collaboratives," by Claire Gaudiani.

14. "How to Attend a Professional Conference Like a Professional," by Angus Reynolds.

15. "Recognizing Writing as the Key to Learning," by James Howard.

16. "Learning Disabilities" compiled by Kathleen Donahue.

17. "What is Clinical Ecology?" by the Society for Clinical Ecology.

18. "The American Teacher," by A. Bartlett Giamatti.

19. "College Teaching by the 'Case Method:' Actively Involving Students is the Aim," by Robert Jacobson.

20. "Policy Statement on the Associate Degree," AACJC Policy Brief.

21. "Immediate Course Enrichment (Futurism)," Memorandum by Neal Norris.

22. "A Question of Balance," by Joan Kofodimos.

23. "A Call for Change in Teacher Education," Text of the report of the National Commission for Excellence in Teacher Education.

24. "Dehumanizing the Humanities," by Jonathan Kozol.

25. "Consequences," by Morgan McCall and Robert Kaplan.

26. "Why I Write: Making No Become Yes," by Elie Wiesel.

27. "Making Collaborative Learning Work: Some Questions to Guide Planning for the Community of Learners," by J. Kurfiss.

together to identify and explore generic issues of mutual concern, to nurture interdisciplinary approaches to these issues, to promote informed dialogue regarding the importance of higher education, (as well as ways of making meaning within the undergraduate curriculum), and to create vibrant and viable means of sustaining collaborative faculty growth. Several College faculty have already benefitted substantially from initial interactions with colleagues from the other four area colleges and universities.

Program Development Services has also expanded this year, as several activities (in addition to the substantial commitment to the Telecommunications Technology Program) have occurred. These include the development of a Program Review and Improvement Team Report, in December, 1984, identifying ways to improve existing College program options, the compilation of a Five Year Program Planning Study Group Report, in October, 1984, and the continued monitoring of student attrition rates at the College.

Merely summarizing the numerous Professional Support Program efforts maintained or initiated during the past year fails to capture its essential meaning--for this meaning resides in the growing positive impact these efforts are having despite a problemmatic institutional climate caused by the convergence of such serious issues as declining student enrollment, retrenchments, negotiations, and College sponsorship.

A "felt presence" has been created during the past three years of the Curriculum Enrichment Activity and a growing faculty and staff commitment to its objectives and milestones can be clearly discerned. In short, our search for the "pattern of truth," though diverging in

many directions, has led us to acknowledge that the Curriculum Enrichment Activity, through the agency of the Professional Support Program, is providing a significant portion of Reading Area Community College faculty and students with alternate ways of becoming actively involved and of growing purposefully. This conclusion appears corroborated by the internal evidence in hand as well as by external evaluative comment which has characterized the program simply as "exemplary."

Appendix A: Instructional Media Production Laboratory (IMPL) User Evaluation Survey, Revised 4-85

Revised 4/85

INSTRUCTIONAL MEDIA PRODUCTION LABORATORY (IMPL)
USER EVALUATION SURVEY

Instructions: Please circle the most appropriate response to the following questions:

1. I am a faculty member in:

   A. Division of Behavioral Sciences/Public Service (2)
   B. Division of Business (2)
   C. Division of Health Services (4)
   D. Division of Humanities (2)
   E. Division of Science/Mathematics (1)

2. As a faculty member, I am classified as:

   A. Full-time (11) B. Part-time

3. I am aware RACC has an Instructional Media Production Laboratory (distinct from Graphics Production Services and Audio-Visual Services).

   A. YES (11) B. UNCERTAIN (0) C. NO (0)

4. I am aware of the precise location on the IMPL.

   A. YES (9) B. UNCERTAIN (1) C. NO (1)

5. I use the instructional materials preparation services available through the IMPL:

   A. Two or more times per week. (2)

   B. Once per week. (0)

   C. Two or three times per month. (2)

   D. Occasionally. (5)

   E. Never. (2)

Instructions: Listed below are the instructional materials production services currently provided by the IMPL. Please indicate the present value of each of these services to your teaching efforts:

	Great Value	Considerable Value	Little Value	No Value
6. Transparencies	A (2)	B (3)	C (3)	D (2)
7. Diagrams	A (1)	B (4)	C (2)	D (2)

8. Charts	A (1)	B (3)	C (3)	D (2)
9. Ditto Duplication	A (5)	B (1)	C (2)	D (2)
10. Dry Mounting	A (1)	B (2)	C (4)	D (3)
11. Color Slides	A (2)	B (2)	C (3)	D (3)
12. Color Prints	A (0)	B (2)	C (3)	D (3)
13. Black and White Prints	A (0)	B (1)	C (4)	D (4)
14. Video-taping	A (1)	B (4)	C (2)	D (2)
15. Audio-taping	A (1)	B (0)	C (4)	D (4)
16. Computer assistance	A (2)	B (4)	C (2)	D (2)

17. Please rank (in numerical order of importance to your present instructional program) the categories of instructional materials listed below:

_____ Transparencies 13,7,2,1,6, 3,1,1,11,4	_____ Films 2,10,1,9,13,5, 10,9,18
_____ Diagrams 12,3,7,10,5,4,5	_____ Books 1,1,6,1,6,1,11, 11,14,1
_____ Charts 15,4,13,8,11,6,5,4	_____ Journals 12,2,4,10,7, 6,12,12,7,2
_____ Dittos 3,5,5,1,2,2,3,3	_____ Handout materials 4, 11,2,2,2,4,9,10,2,3
_____ Dry-mounted visual aids 18,16, 19,6,7,10	_____ Readings 9,14,3,9,9,8, 13,13,8,3
_____ Slide presentations 10,13,15, 18,3,8,1,5	_____ Selected bibliographies 11,3, 14,11,12,14,14,15
_____ Photographs 8,17,15,6,12	_____ Computer-assisted instructional materials 16,5,12,7, 15,9
_____ Video-taped materials 2,9,10, 14,4,2,6	_____ Simulations 5,5,7,3, 9,8,16,16
_____ Audio-taped materials 6,17,11, 15,5,17,19	_____ Games 7,6,8,19,17,19

_____ Sound recordings 8,19,12,16,4, 10,20,20

_____ Role plays 4,4,3,20, 18,17

19. Overall, the Instructicnal Media Production Laboratory has been a valuable facility of the Professional Support Program:

A. YES (8) B. UNCERTAIN (3) C. NO (0)

20. Generally, I believe the quality of services and instructional support provided by the Instructional Media Production Specialist has been:

A. Excellent (4)
B. Very Good (6)
C. Good (0)
D. Fair (0)
E. Poor (0)

21. Please suggest ways in which the Instructional Media Production Laboratory could become a more valuable professional resource of the College:

Appendix B: Instructional Technology Laboratory (ITL) User Evaluation Survey, Revised 4-85

Revised 4/85

INSTRUCTIONAL TECHNOLOGY LABORATORY (ITL)
USER EVALUATION SURVEY

Instructions: Please circle the most appropriate response to questions 1 through 11.

1. I am a faculty member in:

   A. Division of Behavioral Sciences/Public Service (2)
   B. Division of Business (2)
   C. Division of Health Services (3)
   D. Division of Humanities (3)
   E. Division of Science/Mathematics (1)

2. As a faculty member, I am classified as:

   A. Full-time (11) B. Part-time (0)

3. I am aware RACC has an Instructional Technology Laboratory.

   A. YES (12) B. UNCERTAIN (0) C. NO (0)

4. I am aware of the precise location of the Instructional Technology Lab.

   A. YES (10) B. UNCERTAIN (1) C. NO (1)

5. I use the Chatsworth Test Scoring Machine:

   A. Two or more times per week. (0)

   B. Once per week. (0)

   C. Two or more times per month. (2)

   D. Occasionally. (4)

   E. Never. (6)

6. I use the faculty and staff Apple IIe microcomputer and printer:

   A. Two or more times per week. (2)

   B. Once per week. (1)

   C. Two or three times per month. (2)

   D. Occasionally. (3)

   E. Never. (4)

7. I use the computer software catalogues:

   A. Two or more times per week. (0)

   B. Once per week. (0)

   C. Two or three times per month. (0)

   D. Occasionally. (5)

   E. Never. (7)

8. I preview computer software:

   A. Two or more times per week. (0)

   B. Once per week. (0)

   C. Two or three times per month. (0)

   D. Occasionally. (8)

   E. Never. (4)

9. I have incorporated instructional software into one or more of my courses as a supplemental learning resource (remedial, diagnostic, enrichment).

   A. YES (4) B. UNCERTAIN (0) C. NO (8)

10. Students in one or more of my courses regularly use instructional software as an integral part of their coursework.

    A. YES (3) B. UNCERTAIN (1) C. NO (8)

11. Overall, the Instructional Technology Laboratory has been a valuable facility of the Professional Support Program.

    A. YES (9) B. UNCERTAIN (2) C. NO (1)

Appendix C: Professional Support Center User Evaluation Survey, Revised 4-85

Revised 4/85

THE PROFESSIONAL SUPPORT CENTER (PSC)
USER EVALUATION SURVEY

Instructions: Please circle the most appropriate response to the following questions:

1. I am a faculty member in:

   A. Division of Behavioral Sciences/Public Service (2)
   B. Division of Business (2)
   C. Division of Health Services (3)
   D. Division of Humanities (2)
   E. Division of Science/Mathematics (2)

2. As a faculty member, I am classified as:

   A. Full-time (12) B. Part-time

3. I am aware RACC has a Professional Support Center.

   A. YES (12) B. UNCERTAIN (0) C. NO (0)

4. I am aware of the precise location of the Professional Support Center.

   A. YES (12) B. UNCERTAIN (0) C. NO (0)

5. I use the Professional Support Center:

   A. Two or more times per week. (0)

   B. One time per week. (0)

   C. Two or three times per month. (4)

   D. Occasionally. (8)

   E. Never. (0)

6. If I use the Professional Support Center, I use it <u>most often</u> for purposes of:

   A. Instructional planning. (0)

   B. Grading papers and tests. (1)

   C. Committee meetings. (5)

   D. Socializing/relaxing. (1)

   E. Professional reading. (5)

   F. Previewing instructional materials (e.g., films, articles, satellite T.V. broadcasts). (3)

G. Graduate study. (0)

Instructions: Listed below are the general categories of resources available in the PSC. Please indicate the present value of each of these resources to you, even if you have not yet used the available resources.

		Great Value	Considerable Value	Little Value	No Value
7.	Graduate Education Opportunities	A (1)	B (4)	C (5)	D (2)
8.	Career Opportunities	A (2)	B (3)	C (5)	D (2)
9.	Fellowship Opportunities	A (1)	B (4)	C (3)	D (4)
10.	Professional Development Opportunities	A (3)	B (6)	C (2)	D (1)
11.	Books	A (3)	B (7)	C (1)	D (1)
12.	Journals	A (2)	B (7)	C (2)	D (1)
13.	Magazines	A (2)	B (6)	C (3)	D (1)
14.	Newsletters	A (2)	B (5)	C (4)	D (1)
15.	PSC Handouts	A (3)	B (5)	C (3)	D (1)
16.	Article Files	A (1)	B (4)	C (6)	D (1)
17.	Free Materials	A (3)	B (3)	C (5)	D (1)
18.	Curricular Resources	A (2)	B (6)	C (3)	D (1)
19.	THE CHRONICLE OF HIGHER EDUCATION	A (7)	B (4)	C (0)	D (1)
20.	Film Catalogues	A (2)	B (5)	C (2)	D (2)
21.	Instructional Materials	A (2)	B (5)	C (4)	D (1)
22.	Publications Catalogues	A (2)	B (6)	C (3)	D (1)
23.	Satellite Television	A (0)	B (4)	C (5)	D (3)
24.	Film Previewer	A (1)	B (2)	C (5)	D (3)

25. Overall, the PSC has been a valuable facility of the Professional Support Program.

A. YES (10) B. UNCERTAIN (2) C. NO (0)

Appendix D: Coordinator of Curriculum Development
Assessment Form, Revised 4-85

Revised 4/85

COORDINATOR OF CURRICULUM DEVELOPMENT
ASSESSMENT FORM

The purpose of this assessment is to provide an opportunity for you to express your judgment concerning the demonstrated professional abilities and capacities of the Coordinator of Curriculum Development. The results of this assessment will assist the evaluation of the Professional Support Program and will inform the thinking of the Coordinator. It is not necessary to place your name on the form; however, it would be helpful if you could indicate your divisional affiliation and date.

NAME (Optional)_____

DIVISION: _____ DATE: _____

Listed below are twenty-five statements often used to describe specific skills or characteristics of a person responsible for curricular and professional development activities. Please indicate the extent to which you think the Coordinator of Curriculum Development needs improvement in the listed areas. Indicate your answer to each statement by circling the appropriate letter response corresponding to your answer.

A = No Improvement Needed B = Little Improvement Needed C = Considerable Improvement Needed D = Not a Necessary Skill

Skill/Characteristic	No Improvement Needed	Little Improvement Needed	Considerable Improvement Needed	Not a Necessary Skill
1. Practicing effective interpersonal relations with individuals and groups.	A (7)	B (2)	C (0)	D (0)
2. Integrating a diverse set of activities into an organized whole.	A (7)	B (2)	C (0)	D (0)
3. Articulating the philosophical and theoretical bases of staff and program development.	A (7)	B (1)	C (0)	D (0)
4. Communicating effectively in oral and in written form using a style appropriate to the audience and the purpose.	A (7)	B (2)	C (0)	D (0)

5. Making appropriate decisions.	A (6)	B (1)	C (0)	D (0)
6. Developing and implementing formal and informal formative and summative evaluations of Profession Support Program workshops and services.	A (8)	B (0)	C (0)	D (0)
7. Coordinating and monitoring all aspects of the Professional Support Program to insure a smooth and effective operation.	A (7)	B (2)	C (0)	D (0)
8. Developing and conducting the appropriate type of needs assessment to identify staff and program development needs.	A (5)	B (1)	C (2)	D (0)
9. Serving as a resource consultant to faculty engaged in the curricular/program/course development process.	A (5)	B (2)	C (1)	D (0)
10. Applying appropriate educational theories to development efforts.	A (8)	B (0)	C (0)	D (0)
11. Assisting faculty to select, adapt, or develop instructional materials for a given set of instructional objectives and student learning needs.	A (5)	B (2)	C (0)	D (2)
12. Planning sessions or workshops based on ordered needs that are congruent with the mission and goals of the Professional Support Program.	A (7)	B (1)	C (0)	D (0)

13. Identifying, developing, and selecting appropriate human and material resources for the Professional Support Program.	A (8)	B (0)	C (0)	D (0)
14. Locating proper physical facilities and making the necessary arrangements for their use.	A (8)	B (0)	C (0)	D (0)
15. Organizing workshop content into a coherent, logical sequence.	A (8)	B (0)	C (0)	D (0)
16. Locating or developing off-campus training opportunities that address identified needs.	A (7)	B (0)	C (0)	D (1)
17. Publicizing training opportunities.	A (8)	B (1)	C (0)	D (0)
18. Managing the travel budget.	A (4)	B (1)	C (0)	D (0)
19. Developing and maintaining systems systems including selection criteria and evaluation measures by which faculty and staff may apply for and attend professional development opportunities.	A (7)	B (1)	C (0)	D (0)
20. Assisting others in the development of short or long range goals, specific objectives, and action plans.	A (5)	B (2)	C (0)	D (0)

21. Communicating accurate information to those in need of such information.	A (8)	B (0)	C (1)	D (0)
22. Functioning in an ethical manner.	A (7)	B (1)	C (0)	D (0)
23. Synthesizing ideas both orally and in writing.	A (8)	B (0)	C (0)	D (0)
24. Assisting individuals in identifying their professional development needs.	A (7)	B (0)	C (0)	D (1)
25. Assisting individuals in developing professional growth plans.	A (7)	B (0)	C (0)	D (1)

Appendix E: Professional Support Center
Book Purchases, 1984-1985

PROFESSIONAL SUPPORT CENTER BOOK PURCHASES,
1984-1985

1. Experience and Learning by Arthur W. Chickering
2. Faculty Development in a Time of Retrenchment by the Group for Human Development in Higher Education
3. Computer Literacy by John V. Lombardi
4. The Troubled Crusade: American Education, 1945-1980 by Diane Ravitch
5. Education and Values
6. Professional Development: A Guide to Resources by Sally Shake Gaff
7. Beyond Piaget: A Philosophical Psychology by Jean-Claude Brief
8. Philosophy of Education Since Mid-Century
9. Changing Practices in Faculty Evaluation by Peter Seldin
10. Educating for Survival by Ernest L. Boyer
11. The Reflective Practitioner by Donald A. Schon
12. Children's Ways of Knowing by Nathan Isaacs
13. More Work for Mother by Ruth Schwartz Cowan
14. Landscapes of Learning by Maxine Greene
15. Literacy and the Survival of Humanism by Richard A. Lanham
16. Experiential Learning by David Kolb
17. College Faculty: Versatile Human Resources in a Period of Constraint
18. Successful Faculty Evaluation Programs by Peter Seldin
19. School and College by Gene I. Maeroff
20. Aims of Education by Leslie Melville Brown
21. Goal Analysis by Robert Frank Mager
22. Developing Attitude Toward Learning by Robert Frank Mager
23. Measuring Instructional Results by Robert Frank Mager
24. Teaching in College: A Resource for Adjunct and Part-time Faculty
25. Advising by Faculty by Howard C. Kramer
26. Voluntary Simplicity by Duane Elgin
27. The Turning Point by Fritjof Capra
28. Beyond Despair by Robert Theobald
29. The Nine American Lifestyles by Arnold Mitchell
30. The Global Brain by Peter Russell
31. Cognition and Environment by Stephen Kaplan
32. The Next Economy by Paul Hawken
33. R. Buckminster Fuller on Education by R. Buckminster Fuller
34. Helping Ourselves: Local Solutions to Global Problems by Bruce Stokes
35. Future Man by Chris Morgan
36. Decide to Live by William A. Charland
37. Dichotomies of the Mind by Walter Lowen
38. Learning How to Learn: Applied Theory for Adults by Robert M. Smith
39. Freedom to Learn for the 80's by Carl R. Rogers
40. Student Stress: Effects and Solutions by Neal A. Whitman
41. The Academic Ethic by Edward Albert Shils
42. Preparing for High Technology: Programs That Work
43. Please Understand Me: Character and Temperment Types by David Keirsey (2 copies)

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